



**TEACHING READING COMPREHENSION
FOR THE ELEVENTH GRADE STUDENTS OF SMAN 1
MAYONG JEPARAIN THE ACADEMIC YEAR 2014/2015
THROUGH TEXT CODING**

**By
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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JEPARAIN THE ACADEMIC YEAR 2014/2015
THROUGH TEXT CODING**

SKRIPSI

**Presented to the University of Muria Kudus
In partial Fulfillment of the Requirements for Completing
The Sarjana Program in the Department of English Education**

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MOTTO AND DEDICATION

MOTTO:

- Nothing is impossible beyond determination
- If you can dream about it, you can do it!
- Actually only patient people who are given enough merit with no limitation (Az-Zumar : 10)
- Don't put until tomorrow what you can do today.
- Do the best and pray. God will take care of the rest.

This skripsi is dedicated to:

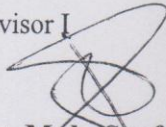
- Her beloved Mother and Father
- Her beloved brother and sister
- All of her best friends who always
Support her
- Her beloved teachers

ADVISORS' APPROVAL

This is to certify that the *skripsi* of Yuyun Maksumah (NIM 201132048) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, June 2015

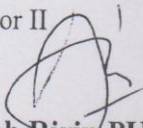
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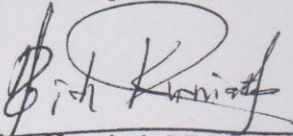
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EXAMINER'S APPROVAL

This is to certify that the Skripsi of Yuyun Maksumah (201132048) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, August 2015

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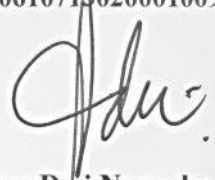
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Kudus, June 2015

The writer,

Yuyun Maksumah

ABSTRAK

Maksumah, Yuyun. 2011. Pengajaran Pemahaman Membaca untuk Siswa Kelas Sebelas SMAN 1 Mayong Jepara Pada Tahun Pelajaran 2014/2015 Menggunakan Teks Coding. Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Drs. Muh. Syafei, M.Pd (2) Aisyah Ririn PU, S.S.M.Pd

Kata Kunci: Pemahaman Membaca, Teks Coding Strategi.

Pemahaman Membaca adalah kemampuan dalam memahami teks untuk mengidentifikasi isi teks, seperti gagasan utama dalam setiap paragraf, judul yang sesuai, karakter aktor dalam teks bahasa Inggris. Namun, fakta menunjukkan siswa mengalami kesulitan dalam memahami isi teks. Strategi teks coding merupakan salah satu strategi yang digunakan dalam pemahaman membaca, dengan menanggapi dan menandai bagian teks menggunakan simbol ketika ada sesuatu yang membingungkan atau tidak jelas seperti penggunaan tanda tanya, cross, dll.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara prestasi dalam kemampuan membaca teks siswa kelas sebelas SMAN 1 Mayong Jepara pada tahun pelajaran 2014/2015 sebelum dan sesudah diajarkan menggunakan Teks Coding.

Subyek penelitian adalah siswa kelas XI SMAN 1 Mayong Jepara tahun pelajaran 2014/2015 dengan jumlah siswa 28 dari 116 siswa keseluruhan. Dalam memilih sampel penelitian, peneliti menggunakan cluster random sampling. Desain dari penelitian ini adalah quasi eksperimen.

Hasil penelitian menunjukkan bahwa kemampuan membaca siswa kelas XI SMAN 1 Mayong Jepara tahun pelajaran 2014/2015 sebelum diajarkan menggunakan teks coding dikategorikan cukup. Nilai mean 61,7 and standar deviasi 11,2. Sementara itu, kemampuan membaca siswa kelas XI SMAN 1 Mayong Jepara tahun pelajaran 2014/2015 sesudah diajarkan menggunakan teks coding tergolong baik. Nilai mean 81,1 and standar deviasi 7,32. Perhitungan hasil t-test mendapatkan 11,28 dan tingkat signifikan 0,05 dan df 27 yang dipengaruhi dari N-1, t-tabel adalah 2,052. hal ini dapat disimpulkan bahwa ada perbedaan yang signifikan antara prestasi dalam kemampuan membaca teks siswa kelas sebelas SMAN 1 Mayong Jepara pada tahun pelajaran 2014/2015 sebelum dan sesudah diajarkan menggunakan teks coding.

Berdasarkan hasil penelitian ini, peneliti menyarankan: guru bahasa inggris dapat menggunakan strategi teks coding dalam mengajar membaca kedalam kelas heterogen dengan kemampuan siswa yang berbeda agar mereka memiliki kesempatan yang sama untuk sukses, guru harus memiliki pemahaman yang baik tentang keterampilan yang dibutuhkan siswa dalam membaca. Para siswa harus lebih aktif dalam pengajaran membaca karena mereka adalah pusat dari pembelajaran dan guru sebagai motivator dan fasilitator. Peneliti

berharap bahwa penelitian ini dapat digunakan oleh guru dalam pengajaran membaca untuk meningkatkan kemampuan membaca siswa.



ABSTRACT

Maksumah, Yuyun. 2011. *Teaching Reading Comprehension For The Eleventh Grade Students of SMAN1 Mayong Jepara In The Academic Year 2014/2015 Through Text Coding*. Skripsi: English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Drs. Muh. Syafei, M.Pd, (2) Aisyah Ririn PU, S.S.M.Pd

Keywords: Reading Comprehension, Text Coding Strategy.

Reading comprehension is the ability in understanding the text to identify the content of text, such as the main ideas in every paragraph, the appropriate title, the characters of the actors in English text. However, the fact shows students have difficulties to comprehend the content of the texts. Text coding strategy is one of the strategies used in reading comprehension, by responding and marking a piece of text using symbols when something is confusing or unclear such as use of question mark, cross, etc.

The objective of the research is to find out whether there is any significant difference between the achievement in reading comprehension for the eleventh grade students of SMAN 1 Mayong Jepara in academic year 2014/2015 before and after being taught by using text coding.

The subjects of the research were the eleventh grade students of SMAN 1 Mayong Jepara in the academic year 2014/2015 with the number of students 28 from the population 116. In choosing the sample of the research, the researcher used cluster random sampling. The design of the research was quasy experimental research.

The result showed that the reading comprehension for the eleventh grade student of SMAN 1 Mayong Jepara in the academic year 2014/2015 before being taught by using text coding was categorized sufficient. The score of mean is 61.7 and standard deviation is 11.2. Meanwhile, the reading comprehension for the eleventh grade student of SMAN 1 Mayong Jepara in the academic year 2014/2015 after being taught by using text coding was categorized good. The score of mean is 81.1 and standard deviation is 7.32. The calculation of t-test gets result 11.28 and the level of significant is 0.05 and the degree of freedom (df) 27 which is gained NI-1 t- table is 2.052. It is concluded that there is any significant difference between the achievement in reading comprehension for the eleventh grade student of SMAN 1 Mayong Jepara in the academic year 2014/2015 before and after being taught by using text coding.

Considering the process and the result of this research, I suggest that the English teacher can apply text coding strategy in teaching reading into heterogeneous class with different ability so that they have same enhance to be success, the teacher should have a good understanding of the skills that students need in reading, the students should be more active because they are center of learning and the teacher is as the motivator and facilitator. And I hope this study can be used by the teacher in teaching to improve the students' reading skill.

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